

**THE CORRELATION BETWEEN STUDENTS' INTEREST IN
NARRATIVE TEXT (FABLES) AND THEIR READING
COMPREHENSION AT THE SECOND YEAR
STUDENTS OF MTS MASMUR
PEKANBARU**



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1431H/2010M**

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(S.Pd.)



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ABSTRACT

Titin Sumarni (2010): “The Correlation between Students’ Interest in Narrative Text (Fables) and Their Reading Comprehension at the Second Year Students of MTs Masmur Pekanbaru”.

Basically, the students have learned English since they were in Elementary School and they have been taught English 4 periods a week as long as 4 semesters at MTs Masmur Pekanbaru. They have got various techniques given by their teacher to improve their English skill especially in reading. In reality some students’ point of view where the teacher did the teaching practice, the students more tend to be interested in reading fables. Fables are more exciting than reading English text books that are not interesting at all. But the students who dislike reading fables said that there was no use to read fables. The difference opinion is caused by the level of students’ interest toward fables. The aim of this research is to find out the correlation between students’ interest in funny stories and their reading comprehension. It is firstly proven by the writer through her preliminary research before doing the research which shows the symptoms as explained as follows: Some of the students are interested in reading fables still get low score in exercise and Some of the students are not interested in reading fables get good score in exercise .

The subject of this research is the second year students of MTs Masmur Pekanbaru in the 2009/2010 academic year. The object of this research is the students’ interest in narrative text (fables) and their reading comprehension. The instrument of this research is test and questionnaire. In analyzing the data, the writer uses SPSS version 17.00.

Based on the research finding, the result can be concluded that there is significant correlation between students’ interest in narrative text (fables) and their reading comprehension as shown by the explanation below:

- a. The score of correlation coefficient $0.444 \geq 0.325$ in significant level 5% and 0.418 in significant level 1% (see table product moment). It means that H_a is accepted which indicates that it is a moderate level correlation.
- b. The probability score or sig. (2- tailed) is $0.004 < 0.05$. It means that H_a is accepted.

ABSTRAK

Titin Sumarni (2010): “Hubungan Antara Minat Siswa Didalam Teks Cerita (Dongeng) dan Pemahaman Membaca Mereka Pada Tahun Kedua Di Mts Masmur Pekanbaru.”

Pada dasarnya, siswa telah belajar bahasa inggris sejak mereka berada di Sekolah Dasar dan mereka telah diajarkan bahasa inggris 4 kali dalam seminggu selama 4 semester di MTs Masmur Pekanbaru. Mereka telah memperoleh bermacam-macam teknik yang telah diberikan oleh guru untuk meningkatkan kemampuan khususnya di dalam membaca. Pada kenyataannya pandangan siswa terhadap pengajaran yang telah dilakukan guru, mereka cenderung lebih tertarik di dalam membaca dongeng. Dongeng lebih mengasyikkan daripada membaca teks bahasa inggris lainnya yang tidak menarik. Tetapi siswa yang tidak menyukai dongeng mengatakan tidak ada manfaat untuk membaca dongeng. Perbedaan pendapat ini disebabkan oleh tingkat minat siswa terhadap dongeng. Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara minat siswa didalam teks cerita (dongeng) dan kemampuan membaca mereka. Hal ini dapat dibuktikan melalui pra-research yang dilakukan oleh penulis sebelum melakukan penelitian yang menunjukkan beberapa kelemahan dari siswa seperti yang dijelaskan berikut ini: beberapa siswa yang tertarik didalam membaca dongeng masih memperoleh nilai yang rendah dan beberapa siswa yang tidak tertarik didalam membaca dongeng memperoleh nilai yang bagus di dalam mengerjakan latihan.

Subjek dari penelitian ini adalah siswa tahun kedua di MTs Masmur Pekanbaru pada tahun ajaran 2009-2010. Objek dari penelitian ini adalah hubungan antara minat siswa dari teks cerita (dongeng) dan kemampuan pemahaman membaca mereka. Instrument dari penelitian ini adalah tes dan kuesioner. Didalam menganalisa data, penulis menggunakan SPSS versi 17.

Berdasarkan hasil penelitian, hasilnya dapat disimpulkan bahwa ada hubungan yang signifikan antara minat siswa dan kemampuan pemahaman membaca mereka yang ditunjukkan pada penjelasan di bawah ini:

- a. Nilai dari korelasi koefisien $0.444 \geq 0.325$ di dalam standar sinifikan 5% dan 0.418 di dalam standar signifikan 1%, itu bearti H_a diterima yang ditunjukkan bahwa ini adalah korelasi yang sedang antara 2 variabel.
- b. Nilai probabilitas or sig (2-tailed) adalah $0.004 < 0.05$, ini bearti H_a diterima.

تيتين سومرنى (٢٠١٠) : " علاقة بين رغبة الطلاب فى نصّ القصة
و فهم قرأتهم السنة الثانية المدرسة الثانوية
مسمور باكنبارو."

فى الحقيقة، تَعَلَّمَ الطلابُ اللغةَ الإنجليزِيَّةَ منذَ المدرَسَةِ الابتدائيةِ
وَيُعَلِّمُهُمُ اللغةَ الإنجليزِيَّةَ أربعةَ مرَّاتٍ فى كلِّ أسبوعٍ مادامَ أربعَ القسَطِ
على المدرسة الثانوية مسمور باكنبارو. وجدوا تقنيةً مختلفةً أعطى
المدرس عليهم لإرتفاع قدرتهم على القراءة. فى ظاهر الشيء أن إعتبار
الطلاب الى تعليم المدرس أنهم يرغبون رغبة فى نصّ القصة، لأنها
أعشق من قراءة نص اللغة الإنجليزِيَّة، ولكن الطلاب الذين لا يحبون
القصة قالوا " أن فى القصة ليس لها فوائد. إختلاف هذا الرأى تسبب
مرحلة رغبة الطلاب إليها. هدف البحث هذا لمعرفة العلاقة بين رغبة
الطلاب فى نصّ القصة وقدرتهم فى القراءة. كالدليل من هذه المشكلات
قبل أن يبحث الباحث هناك وجد ضعف الطلاب، المثال كمايلى: بعض
الطلاب الذين يرغبون قراءة القصة وجدوا ضعف النتيجة ولكن،
للطلاب الذين لا يحبون قراءة القصة وجدوا جيد النتيجة فى تمرينات.

موضوع البحث هذا الطلاب فصل الثانى الثانية المدرسة الثانوية
مسمور باكنبارو فى سنة الدرس ٢٠٠٩ _ ٢٠١٠ م. وفرد البحث هذا
العلاقة بين رغبة الطلاب فى نصّ القصة وقدرتهم فى القراءة. تقنية هذا
البحث بالتجربة و كويسيونير. فى تحليل الإستبيان يستعمل الباحث
الرموز spss v.17 .

من هذا البحث ، إستخلص الباحث النتيجة من بحثه أن هناك
موجود العلاقة المهمة بين رغبة الطلاب وقدرة فهمهم على القراءة
كالدليل كمايلى:

أ. نتيجة الكوريلاسى كوفيسين $0.325 \leq 0.444$ فى قدر
سكنيفيكان 5% و 0.418 فى قدر سكنيفيكان 1% وهو يعنى
 H_a مقبول الذى تدل أن هذا الكوريلاسى البسيط بين ثانية
الباريابيل.

ب. نتيجة البروبابيليتس أو سيك (2-tailed) هو $0.004 < 0.05$
وهو يعنى H_a مقبول.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This study was conducted in order to obtain whether there was a significant correlation between students' interest in narrative text (fables) and their reading comprehension. There are two variables in this study, the students' interest in narrative text (fables) as the independent variable (X) and the students' reading comprehension as the dependent variable (Y).

Regarding the formulation of the problem in this paper, the conclusion can be summarized as the following ones:

1. It was found that from 40 students who responded the questionnaire based on the result of each indicator: 9.5% of the students respond strongly disagree or never (unmotivated), 28.25% respond disagree or sometimes (vacillating), 19.87% respond undecided or often (usually purposely), 31.5% respond agree or usually (affectively motivated) and 10.87% respond strongly disagree or always (highly motivated). The result of mean score of students' interest in narrative text (fables) is 59.75, the score can be categorized as "average"
2. The score of the students' reading comprehension are quite various, 2 students get 72, 4 students get 68, 5 students get 60, 6 students get 56, 7 students get 52, 4 students get 48, 2 students get 44, and 2 students get 40. So, the mean score of their reading comprehension is 56.9, the score can be categorized as "average".

3. The Pearson correlation level is 0.444. Therefore, it is a moderate level correlation. And since the value is positive, it can be called a positive correlation where the two variables are parallel. It means that both of the variables have the same direction. A change in variable X will be followed by the change in variable Y. If the students' interest in reading narrative text (fables) is increased, the students reading comprehension will be increased too.

B. The Suggestion

Based on the result of the research, the writer finds that both of the variables are in the average level where average students were interested in reading fables and average students also get a good achievement in reading. It seems that both of the variables are correlated each other. The writer believes that there is a possibility that if the students increase their interest in reading narrative text (fables), their comprehension in reading will be increased too. In order to reach this, the writer would like to give some suggestions as follows:

1. Students should increase their interest in reading fables since it plays an important in increasing the reading comprehension.
2. It is stated in the conclusion above that if the students' interest in fables is increased, the students' reading comprehension will be increased too. It needs to be considered by the English teachers who would like to increase their students' reading comprehension by choosing the interesting material such as fables. Because of the reading comprehension is increased, the

other language skills such as speaking, writing, and listening will be influence. Finally, it can develop the students' comprehension.

3. This is the responsibility of the candidate of English teachers in the future to pay more attention on the reading interest and the reading comprehension of the students in order that they can reach the target of the teaching.

CHAPTER I

INTRODUCTION

A. The Background

The existence of English has brought influence in human communication. English is an international language which is used by almost all of the people in the world. It has roles in many aspects of human communication such as science, technology, trade, and politics. It is used as a communication language because by using English people can get information about science and technology all over the world. The importance of language gives a help to human to interact each other, thus most of the people in the world enthusiastically learn English in many ways. The idea above is stated by Brown, (2000:5) language is a system of arbitrary conventionalized vocal, written, or gesture symbols that enable members of a given community intelligibly with one another.

To remind the importance of English, Indonesian government has determined that English is taught from elementary schools up to higher education institutions or universities. In Indonesia, English is a foreign language. Automatically, it is not easy to be learned by foreign learners because of the differences between the two languages which are contrary with one another. It can be proven with many of the challenges that will appear in learning and teaching process to master language skills of English. There are four skills where students should master them such as listening, speaking, writing, and reading.

As a foreign language, English is difficult to be learned especially in reading. Reading is one of English skills which should be mastered by students.

Subiyati in Asni (2007) says that reading English, as one of the goals of English teaching in Indonesia has not been achieved yet. It is supported by Ode (2004:1) that Indonesian students' reading interest is low. The cause can be external or internal. External factors come from the outside of students, such as uninteresting teaching reading methods that English teachers use in reading class and the limited numbers of books that are available in libraries of the schools. Internal factors are the factors which come from inside of students.

Moreover, based on the newest curriculum named KTSP (Kurikulum Tingkat Satuan Pendidikan) there are three texts that are presented for the second year students in Junior High School. They are narrative, descriptive and recount. However, narrative still has many parts and one of them is fable. This is what the writer will focus on.

Mikulecky and Linda Jeffries (1997:4) say that fables are short stories about people or animals. They are not true stories but they give a lesson about life. It is supported by David about definition of fable is a short allegorical narrative making a moral point, traditionally by means of animals characters who speak and act like human being. It means that fable is interesting text because it is interesting stories and fun. By reading fable will give motivation because there is a moral or message about life that is conveyed to the reader and it is also make joy when we are reading. Therefore, it is resulting in comprehension.

According to Crow and Crow in Djaali (2007:121), interest refers to motivating force which causes an individual to give attention to a person, a thing, and an activity. A thing here can be fable and activity can be reading

comprehension of fable. It means that interest will give motivation which has influence toward students' reading comprehension in learning process. Therefore, fable will stimulate and give them motivation in reading in order that the students are able to reach understanding.

MTs Masmur is one of the Junior High Schools in Pekanbaru. The students of MTs Masmur have been taught English 4 periods a week as long as 4 semesters. They also had studied English for 6 semesters in Elementary School. It means that the second year students of MTs Masmur have learned English as long as 10 semesters. Furthermore, in learning process the students have been supported by good facilities like language laboratory and each student has text book to give easiness for them to study English hard. Besides, there are many teachers who are qualified, educated, and professional as English teachers. Most of them have followed training to improve their ELT methodology. Automatically, the teachers use various ways in teaching process to increase the students' ability like brainstorming, discussion, studying in a group or in pairs and by using media effectively in learning process. Its purposes are to make the students interested in studying English.

In fact, some students' point of view where the teacher did the teaching practice, the students more tend to be interested in reading fable. Fables are more exciting than reading English text books that are not interesting at all. But the students who dislike reading fable said that there was no use to read fable. The difference opinion is caused by the level of students' interest toward fable. There are some factors will be the supporting factors for the students who are interested

in reading fable, but they also can be the problems that make students dislike fable. However reading fable will influence the learners' comprehension in reading. The writer believes that the interest in reading fable will give advantages to the students' reading comprehension.

Based on the preliminary research, writer is interested in investigating the students' interest in reading fable to attract desire of the students in comprehending reading text because it is an interesting material. Furthermore, the writer would like to find out the correlation between reading fable interest and reading comprehension of the students. It can be indicated by the writer in her preliminary research, itemized into the symptoms below:

1. Some of the students are interested in reading fable but they still get low score in exercise.
2. Some of the students are not interested in reading fable but they get good score in exercise.

Based on the symptoms above, the writer is very interested in carrying out a research entitled: **“THE CORRELATION BETWEEN STUDENTS’ INTEREST IN NARRATIVE TEXT (FABLES) AND THEIR READING COMPREHENSION AT THE SECOND YEAR STUDENTS OF MTS MASMUR PEKANBARU”**.

B. The Problem

a. The Identification of the Problem

Based on the background and symptoms above, the writer identifies the problems of this research as follows:

1. Why the students are interested in reading fable get low score in exercise?
2. Why the students are not interested in reading fable get good score in exercise?

b. The Limitation of the Problem

Because of the consideration of fund, capabilities and limited time, this research is limited to the correlation between students' interest in narrative text (fables) and their reading comprehension. Fables in this research only refer to animal stories.

c. The formulation of the Problem

Based on the background above, the problems are formulated as follows:

1. How is students' interest in narrative text (fables)?
2. How is students' reading comprehension in narrative text (fables)?
3. Is there a significant correlation between students' interest in narrative text (fables) and their reading comprehension?

C. The Reason for Choosing the Title

There are several reasons why the writer is interested in doing this research. The reasons are based on the following considerations:

1. The title of this research has never been researched yet.

2. This title is relevant with the writer as a student of English Education Department.
3. The writer has ability to carry out this investigation either in sectors of fund, time, or location.
4. To get the real data about the correlation between students' interest in narrative text (fables) and their reading comprehension.

D. The Objective and the Significance of the Research

a. The Objective of the Research

Based on the formulation of the problems previously, there is one objective that will be reached in this study as follows:

1. To find out students' interest in narrative text (fables).
2. To find out students' reading comprehension in narrative text (fables).
3. To find out whether there is or no correlation between students' interest in narrative text (fable) and their reading comprehension.

b. The Significance of the Research

After conducting this research, the writer hopes that this research:

1. Contribute some information to MTs Masmur Pekanbaru about The correlation between students' interest in narrative text (fables) and their reading comprehension.
2. Gives contribution to English educators in selecting the most appropriate reading text.

3. Provides empirical data, evidence, and information for the language researchers particularly in term of teaching as a foreign language.
4. Adds references for other next researchers having the same problem.
5. To complete a requirement intended to finish the writer's study program at English Education Department of Education and Teacher Training Faculty of State Islamic University Suska Riau.

E. Definition of the Term

In order to avoid misinterpretation and misunderstanding of this research, it is necessary to define the following term:

1. **Correlation** is an association between two or more variables (Hornby A S, 1984:77). In this paper, correlation means the association between students' interest in funny stories and their reading comprehension.
2. **Interest** based on the Oxford Dictionary is a state of wanting something (Hornby A S, 1984:174) and *interest* in this paper refers to students' desire to read fables that is determined by the home background, the level of intelligence, spend the reading time, the other related hobbies, and the number of available books.
3. **Fables** means are stories of narrating which promise to illustrate or teach us to a lesson which is also called moral and they are stories having animals' characters that talk like humans.
(http://www.kidsgen.com/fables_and_fairytales/htm). In this study, fables are a part of narrative text which the students are interested in learning

because it conveys a moral about life. Sometimes it can be a pleasure reading because it is funny.

4. **Reading comprehension** is an interactive process that goes on between the reader and the text, resulting in comprehension (Kalayo and Ansyari, 2007:114-115). However, a reader has to produce comprehension after reading the text because reading is complex activity by doing observation, understanding, and thinking. In this study, reading comprehension deals with answer questions based on text.

CHAPTER II

THEORETICAL FRAMEWORK

A. The Nature of Reading

Reading plays an important role in guiding, students to be successful in language learning, especially in learning a foreign language. But certainly, reading alone is not enough because it is inseparable with the other language skills: writing, speaking, and listening. They are dependent on each other, Pearson (1992 in Asni, 2007:8) states that reading is a recon textual process that is intimately related to its sibling's process that are writing, speaking, and listening. Four of them are supporting each other.

Different experts give different definitions of reading. McWhorter Kathleen T (1992:23) reading is a routine activity in which individual words are combined to produce meaning. Students will be able to catch the ideas of the print or the text by reading it carefully. Readers do the reading activity for the message stated in the reading. Readers should have an active role in reading since readers also make a contribution in reading, students are thinking about the purpose and content of the text while reading it in order to get meaning of the text.

According to (Kalayo and Ansyari, 2007:114) reading is an activity with a purpose. The purpose for reading also determines an appropriate approach to reading comprehension. It means that before doing reading activity, a reader has to know what the purpose of reading itself to get the meaning what we are reading. It is supported by Elizabeth S.Pang et al (2003:6) that reading is about understanding written text. It is a complex activity that involves both perception

and thought. It is clear that reading involves our thinking and perception after finishing reading the text to reach understanding.

If one talks about reading, it is always related to reading skill. Mikulecky and Linda Jeffries (1997: 25) state that reading is the students' ability to achieve reading comprehension. Students should have many ways to reach comprehension in reading. Students should be able to recognize the topic of the text, the pattern of relationships that are stated in the text, and lexical equivalents as clues to cohesion such as pronoun, preposition, and referents. Students should be able to identify the genre of the text, the purpose of the text, and the ideas of the author. They should also have the ability to get detail information and the overview through scanning and skimming, guessing the meaning of unknown words, paraphrasing text, summarizing it after finishing reading it, drawing conclusion at the end of the reading, and reading the text fast then giving critics or comments about the text in the students' own words.

All of the theories above are useful to indicate the students' comprehension ability in reading. Whether or not the students have mastered reading skill will be reflected in the reading achievement that can be figured out after the students do a kind of reading test that can be done at the end of the semester or any time the teachers want to.

B. The Nature of Interest

Hilgard in Slameto (2003:57) says that interest is persisting tendency to pay attention to and enjoy some activity or content. According to Crow in Djaali (2007:121) interest refers to motivating force which causes an individual to give attention to a person, a thing, or to an activity. The definitions above can be concluded that the interest occur because the students need the thing that they are interested and that is the result of being given much attention on it. If the students are interested in something they will try to express it by doing it regularly or make it become the part of their life.

According to Cronbach (1954:82) interest is the enjoyable things that become the students' hobby, something they like or interesting things they like to talk about interest is, however, remarkably stable, and therefore highly significant for guidance. Students will talk much about the thing they like and do it as their hobby because their really enjoy it and feel comfortable to do it. Students who like reading which is interesting will spend most of their spare time to read more.

Based on the statements of Pressey and Robinson in Asni (2007:10) interest is something students like to do, students watch to see and what they do when they are free to do as they wish. Interest is something that really comes from the students' need and it is their personal choice to choose what they are interested in. There is no doubt that something that they are interested in becomes the activity in daily life. Nobody can force another to be interested in something because what a person's like will be not the same as another. It means that if one student's interested in reading funny stories, it does not mean that the whole class

will also be interested in reading it. But still there is a possibility that a student is interested in something because he or she sees other students are interested in it. Interest is always specific to a particular person and extremely personal.

Interest is something that the students really like to do frequently and is concerned with. Interest can not be separated with special attention because if the students are interested in something they will give more attention to that thing. Educational activities such as learning and teaching will be done successfully if all people that involved in the process are interested in what they do. Students will enjoy learning English if they are interested in English and teachers will also enjoy teaching English if they are interested in it.

According to Hornby (1995:622) interest in reading is a lifelong commitment to acquiring information and enjoyment through the act of reading. Once students are interested in reading they will always like reading because there will be a feeling of want to know something from reading and that feeling will become bigger and bigger from time to time. And reading interest can be included in the literacy interest which students anxious to read literature a lot, and will keep doing it for a long time.

There are some factors that influence interest in reading depends on: Firstly, children need to experience success in their reading and build up their confidence. When children read stories aloud and tell stories to parents and their classmates, it makes them feel that they can read. Parents' and teachers' praise may reinforce their sense of success. Therefore, parents and teachers should try to notice each instance of progress or achievement in order to praise children and

encourage them to make more progress, which might make them feel that they can succeed in reading. On the other hand, children's frequent failure in reading, such as failing to get correct understanding of the text, makes them lose their confidence of success in reading. At the initial stage, parents and teachers should provide chances for children to experience success. According to children's interests and hobbies, teachers and parents may choose different kinds and levels of books to arouse their interests, help them understand what they read, share their pleasure and enjoyment with them, and praise them as well.

Secondly, parents should themselves have a positive attitude toward reading, create a book-rich environment for their children to live in, and provide support for their children's reading. The family literacy environment and parental support are the initial steps for children to learn reading. Parents should buy as many books as possible for children, or borrow them from libraries. Parents should often read and share stories with their children so that the children learn that reading books is fun and that they can get meaning and information from them, which may encourage the children to find fun and information through reading for themselves. Parents and their children often go to public libraries and borrow books they like or parents introduce different books to their children to arouse their interests in reading.

Thirdly, teachers in the classroom should provide chances for children to read and help for children in solving problems. (Journal of Instructional Psychology in Yuxiang Wang: 2000)

Crow in Asni (2007:12) states that there are five different factors which reading interest depends on. They are:

1. *Home background* exerts a powerful influence in forming interest in reading.

The guidance and help from parents and teachers give most influence to the students' reading interest development. However, external motivation is needed to support students' interest in reading.

2. *The level of the students' intelligence* is related to the development of students' interest in reading. It is believed that the more intelligent the students, the earlier the students will be interested in reading. The intelligent here is including the students reading comprehension. Therefore, the students who are intelligent will tend to realize the important of reading, especially in reading funny stories that make them enjoyable.

3. *Level of reading time*. Students' desire to read is influenced by the time that they spent in reading. Students will enjoy the reading if they like it. Knowing the time spent in reading will be very helpful to know whether the students are interested in reading or not.

4. *Other activities* can contribute to students' reading interest; the students' reading interest will be developed if they have the other interests that support the reading interest. In this case, the other activities can be the reading comprehension, because the students would like to have a good achievement in reading so that they are interested n reading in order to influence their reading comprehension.

5. *The number of books available to read.* More the students interested in reading on the books they read. If the students are interested in reading fables, they will read fables as many as they could.

C. The Nature of Fables

Fables are brief tales of narrating. The primary purposes in providing these fables in the classroom are not only produce pleasure but also to make the students are motivated in finding the meaning of unfamiliar word to get understanding about the text.

Fables belong to the narrative genre. In the newest curriculum named KTSP (Kurikulum Tingkat Satuan Pendidikan), narrative is one of the texts that must be learnt by the second year students of Junior High School. Iwuk P (2007:80) states that narrative text contains fiction and non fiction stories, fable, or folktales. It can be real stories, imaginary, or the mix of the both. It means that mostly narratives are imaginary stories but sometimes can be factual too. The narrative text has many parts, and fable is one of them beside short stories, mystery stories, science fictions, fairy stories, legend, etc. Iwuk P (2007:80) adds that the general pattern of narrative text is orientation (introduction about character, setting, and time), evaluation (make the stories more interesting), complication (conflict), and resolution (solution of the problem).

According to Scudder R (2010), fables are their short narratives, derived from animal characters and inanimate objects, often contain hidden meanings intended to make a point about human behavior or to convey a moral message. It

means that A short tale used to teach a moral lesson, often with animals as characters with the purpose is to instruct, to teach humans a lesson about recognizing and overcoming their life; to critique authority figures in humorous and anonymous ways; to poke fun.

Most of the students at the second year of Islamic Junior High School read a text that they are not interested; it will be very difficult to attract them in learning process because they feel be forced to do reading. Ellis and Brewster in Ernawanti (2008:21) state that one of the reasons for using many kinds of stories is to develop comprehension skill. It means that by using fables as interesting text will give stimulation to the students in reading text that develop their comprehension. Besides, good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of the individual words. By incorporating the use of reading fables can also help students to practice their foreign language vocabulary skills and improve reading comprehension (Scudder R: 2010)

The writer assumes that it is caused by the students' boredom with uninteresting and difficult material. In addition, Harmer (1991: 68) states that reading texts should introduce interesting topics, stimulate discussion and excite imaginative response. Therefore, a teacher has to choose the appropriate text based on students' need like fables which make the students enjoy in reading the text. It will stimulate them to enrich their vocabularies because fables are interesting materials and give a lesson in their life.

Fables play an important role in daily life because it is easy to find this kind of text in mass media, electronic or printed, text books, etc. In conclusion, the students could read fables in and out of the class freely.

D. The Nature of Reading Comprehension

Kalayo and Ansyari (2007:114) state,

“The purpose for reading also determines the appropriate approach to reading comprehension. A person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and given.”

It is also supported by McNeil, Donant, and Alkin (1981:130) that the ability to understanding the sequence of events is necessary if one is to comprehend a variety of reading materials. It means that reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of how to catch the ideas of the text or what the writer talks by comprehending reading material.

Moreover, this statement is supported by Johnson (1983 in Yamin, 2006: 15) that comprehension is an activity where a reader must be able to interpret and alter what he reads in accordance with his/her prior knowledge. It means that the primary activity of reading is to comprehend what the text is about. Furthermore, Pang, et al (2003:14) state that comprehension is the process of deriving meaning from connected text. It is a process in getting meaning related with the text.

Before reading, a person has to determine the real purpose of reading activity that will produce well comprehending. Iwuk P (2007:21) claims that the

first step in reading is the reader should determine the purpose of reading clearly toward what we are reading, example reading for retelling the story, reading for finding the main idea, reading for answering question, or to find the explicit and implicit meaning. According to St.Y.Slamet (2007, in Iwuk 2007: 8) that there are four functions of reading are intellectual function, creativity function, practice function, and recreation function. It is also supported by Kalayo and Ansyari (2007:114) that a person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose of reading also determines the appropriate approach to reading comprehension. It is clear that comprehending reading depends on what the purpose of reading itself that will make focus and concentration more about the text based on the purpose.

Furthermore, Mc Donough and Shaw in Yamin (2006:11) state that much of the current thinking of reading tends to focus primarily on the purpose of the activeness even if, reading is done for pleasure, and it is purposeful. In addition, William in Yamin (2006:11) states, generally, the purpose of reading is classified into:

- a. Getting general information from the text
- b. Getting specific information from the text
- c. Reading for pleasure and interest

By knowing the real purpose of reading, it can help the students reach the goal of understanding. To reach the goal of understanding a passage, the students must be able to understand the meaning of each word. Reading comprehension is defined as the level of understanding of a passage or text. Reading at the rate of

200 to 220 words per minute is considered as a normal speed of reading. For normal reading rates 75% is an acceptable level of comprehension. That means if a child can understand the meaning of at least 75% of the total text given then it is regarded as acceptable limits for reading comprehension. So, it means that Person having good comprehension skills with an ability to interact with the words by understanding its complete meaning and the concept behind it.

Furthermore, McNeil, Donant and Alkin (1981:151) supported this idea by stating that implications for teaching comprehension are that the teacher should assess prior knowledge and establish expectations appropriate to the material (Make sure the child has enough knowledge to understand the text). It means that in learning process need the role of teacher in helping students is more sensitive to what they know before and after reading a passage.

Moreover, to know students' reading comprehension by doing a test after finishing read the text. Test is a tool as assessment to know the result of learning. It supported by Jayashree Pakhare that testing reading comprehension has always proved a great tool in the assessment of the student' ability as it provides a feedback on the progress of student. It also enhances the self ability to judge ourselves, provided such tests are carefully designed.

Teaching reading comprehension aims are:

1. To let better grasping of the context, sequence and the characters narrated in text.
2. Certain parts of the text can confuse readers. Reading comprehension skills works on this aspect to get the clear idea of the meaning of the text.

3. Helps to create the questionnaire based on the text about its theme or idea. It often helps in better understanding of the said paragraph.
4. It helps to link the event of narration with our previous experiences and predict the next probable event in the course based on the information given in the narration.

According to McNeil, Donant, and Alkin (1981: 130) that there are two comprehensions in reading;

“To comprehend at a literal level, one must the meaning of the word read (vocabulary knowledge), know how to follow the structure of a passage- to identify modifiers, antecedents of pronouns, and know how to locate answers to specific questions. To make inference comprehension about what is read; one needs to have a general ability to reason with the information presented and to draw from personal experience in deriving the full significance of what the author has written.”

Example; Jim was the only one three without a friend

- Who was without a friend? (explicitly given/ literal)
- How did jam feel? (answer must be inferred on the basis of reader’s own experiential background)

Wassman and Rinsky (1985:23) add that *literal questions* are easiest to answer because you find the answer expressed directly. While *interpretive questions* that ask to analyze and think about what you have read and to use your own background knowledge. It conclude that in answering the question, the students should careful and give attention on the type of question which is need explicit answer or analyze and think more about the answer based on own background knowledge.

The aim of teaching reading is to make the students able to read the English texts effectively and efficiently. But the first step in reading is determining the real purpose of reading activity toward what we are reading. Here, the writer focus on reading comprehension for answer the questions based on the text. McNeil, Donant and Alkin (1981: 130) state that there are two understanding what they are reading, deal with explicitly stated information (literal comprehension) and draw deeper meaning about what is read (inferential comprehension). In conclusion, they do not only understand the structure of the texts explicitly but also comprehend the meaning of text implicitly. In fact, most of the students have mistakes with their comprehension of the text especially when they were given questions which related the topic. Many students still face difficulties in gathering and comprehending the ideas of reading passages. They do not understand how to obtain the specific and general information of reading text. Automatically, the aims of teaching reading can not be reached.

E. The Relevant Research

Asni Deswita (2007) did research entitled “The Correlation between The Interests of The Second Year Students of SMA N 12 Pekanbaru toward English Fiction and Their Reading Achievement”. The samples were 41 students. She found that there is a significant correlation between variable x and variable y. It can be seen from the research result that the mean score of the students’ reading interest toward English fiction is 59.24 and the mean score of their reading test is 58.54. The score can be categorized as “average”. The correlation coefficient

level (r) is 0.58. It means that both of the variables have the same direction. A change in variable x will be followed by the change in variable y .

Jazuli (2004) researched on “The Correlation between Vocabulary Mastery and Reading Comprehension at The Second Year Students of English Education Department of State Islamic University Sultan Syarif Kasim Riau. The samples were 40 students. He said that there is a significant systematic correlation between vocabulary mastery and reading comprehension achievement of the students. It can be seen from the research result analyzed by using SPSS. Product moment correlation coefficient score (r) is = 0.920.

F. The Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. This operational will be classified into two variable. Variable X is independent variable and variable Y is dependent variable.

Variable X : Students’ interest in narrative text (fables). The indicators can be seen as follow:

1. The students are enthusiastically reading fables in or out class.
2. The students have home background supports.
3. The students always spend time in reading fables.
4. The students have a number of books being read.
5. The students are able to relate reading fables with reading comprehension.
6. The students realize the importance of reading fables.

Variable Y: Students' reading comprehension of fables. There are some indicators that will be achieved by the students in reading comprehension by providing fables that involve:

1. The students are able to recognize the topic of the text.
2. The students are able to recognize the pattern of the relation.
3. The students recognize lexical equivalent as clues to cohesion
4. The students are able to find the appropriate meaning of unfamiliar words.
5. The students find the purpose of the text.
6. The students are able to catch the ideas of the author.
7. The students are able to identify the genre of the text.
8. The students are able to get the details information.
9. The students identify the summary of the text.
10. The students identify the conclusion of the text.

G. Assumption and Hypothesis

a. Assumption.

This research has one assumption. The second year students of MTs Masmur were interested in reading narrative text (fables) since they study by using various reading texts, and they should have a good comprehension in reading since they had already accustomed to the reading text.

b. Hypothesis

Ha: There is a significant correlation between students' interest in narrative text (fables) and their reading comprehension.

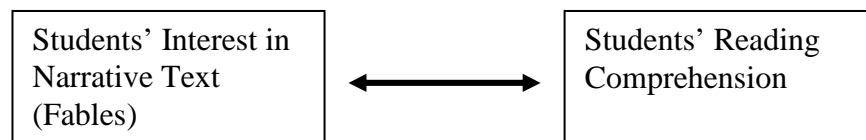
Ho: There is no significant correlation of students' interest in narrative text (fables) and their reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This is a correlation study which consist of two variable; they are reading fables interest as the independent variable (symbolized by X) that are measured by a set of questionnaire and the students' reading comprehension as the dependent variable (symbolized by Y) that is measured by a reading test. The independent variable is a variable which influence the dependent variable, and the dependent variable is the variable which is affected by the independent variable. The reading narrative text (fables) interest as the independent variable influence the students' reading comprehension as the dependent variable. The correlation of these variables is shown below:



B. Location and Time of the Research

This research was carried out at MTs Masmur located in Pekanbaru. The time of this study was conducted from April until May 2010.

C. Subject and Object of the Research

The subjects of this research are the second year students of MTs Masmur Pekanbaru in the 2009/2010 academic year. The object of this research is the students' interest in narrative text (fables) and their reading comprehension.

D. Population and Sample of the Research

The population of the study includes the second year students of MTs Masmur, in the academic year 2009/2010. There are three classes of the students. The total population is 127 students.

Because of the number of population is big, the writer took the sample by using Suharsimi Arikunto theory (1993:102). She says that if the population is more than 100 the sample should be taken between 20%-25% or 30%-50% of the population. It means the writer took 32% of the population consist of 40 students. In taking the sample, the writer used random sampling technique.

The writer took the sample by using lottery system between three classes. There are 13 students who are taken as the sample of each class. The writer made piece of paper as many students of each class. But there is only 1 until 13 numbers which wrote in the piece of paper and the other is empty paper. The students asked to take the piece of paper and for the students who got the number are the sample of this research.

E. The Instrument of Data Collection

To collect the data involved in this research, the writer used some techniques:

1. Questionnaire

As stated previously, in order to obtain the students' interest in reading fables, the writer used a set of questionnaire. The questionnaire consists of 20 items in the form of agreement and disagreement. The form of the questionnaire was a multiple-choice item.

To get the score of the questionnaire the Likert scale is used on the basis of the following frequencies, purposely, vacillating, usually purposeful, effectively motivated, and highly motivated. According to Stanley and Hopkins in Asni (2007:23) they are used in the scale for measuring the attitudes. But since the frequencies above were not familiar for the students and most students did not understand the words, the writer decides to use the other words to represent the frequencies above. The writer uses strongly agree and always to represent highly motivated, agree and usually to represent effectively motivated, undecided and often to represent usually purposeful, disagree and sometimes to represent vacillating, strongly disagree and never to represent purposeful. Basically, the statements in the questionnaire are divided into two; they are positive and negative statements. And all statements in the questionnaire of this research are positive statements.

The indicators of interest in reading fables are as stated in the table below:

Table I.1

The Indicators of Students' Interest in Reading Fables

The Aim of the Study	Indicators	Number of Items
To obtain the level of the students' interest toward fables	1. The enthusiasm in reading fables.	9,11,12
	2. The home background supports.	1,2,3,4,19
	3. Realizing the importance of reading fables.	5,6,20
	4. Time spent in reading fables.	7,8,13

	5. Numbers of book that being read.	10,14
	6. Relating the reading fables interest with reading comprehension.	15,16,17,18

Table I.2
Responses and Values of the Questionnaire

No	Responses	Implied Meaning of the Responses	Value
1	- Strongly Disagree - Never	Unmotivated	1
2	- Disagree - Sometimes	Vacillating	2
3	- Undecided - Often	Usually Purposeful	3
4	- Agree - Usually	Affectively Motivated	4
5	- Strongly Agree - Always	Highly Motivated	5

Stanley and Hopkins in Asni (2007:23)

2. Test

To obtain the students' comprehension in reading, the writer used a written test. The test consists of five passages with 5 questions for each passage. The students were given 30 minutes to answer the test included some reading skill. The questions were in the form of multiple-choice items. The specification of the test can be clearly seen in the table I.3.

Table I.3
The Specification of the Reading Test

No	Test Items	Items
1.	Recognizing the topic of the text	1,14,17
2.	Recognizing the pattern of the relation	3,24
3.	Recognizing lexical equivalent as clues to cohesion	6,13,22
4.	Identifying the genre of the text	11
5.	The purpose of the text	12,23
6.	The ideas of the author	4,7
7.	Getting the detail information	5,8,10,19
8.	Getting the meaning of difficult words	2,9,15,18
9.	Identifying the summary	20,25
10.	Identifying conclusion	16,21
	Total	25

Before giving test to the sample, the writer did try out of the test twice to identify the reliability of the test. The writer used the sample which was different between try out and sample of this research. To identify the reliability of the test, the writer used spit-half technique. Because of the first try out did not reach the reliability, thus the writer did the second tryout. After knowing the test was reliability, the writer gave the test to the samples which were given 30 minutes for answering the questions about fables to identify their reading comprehension.

The scores of the students' mastery in the test are classified to determine their level of their mastery; the classification is as follows:

Table I.4
The Classification of Students' Scores

Score classification	Category
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 - 49	Poor

Harris in Asni (2007:25)

F. Data Analysis Technique

Before the test was given to the sample, it was being tried to one of the second year classes in order to prove whether the test was reliable and valid. Generally the writer used SPSS version 17.00 in analyzing statistical data. According to Cohen L et al (2007: 506), state that reliability in quantitative analysis takes two main forms, both of which are measured of internal consistency: the split-half technique and the alpha coefficient. The writer used the spit-half technique to identify the reliable of the test. For the split half coefficient the following guidelines can be used:

- > 0.90 = Very highly reliable
- 0.80 – 0.90 = Highly reliable
- 0.70 – 0.79 = Reliable
- 0.60 – 0.69 = Marginally/ minimally reliable
- < 0.60 = Unacceptably low reliability

According to Heaton quoted by Asni (2007:25), the item with difficulty level below 0.3 and above 0.7 were excluded from the test. In order to analyze the data, the writer uses some formula:

1. **To find out the index of difficulty, the following formula is used for the try out test:**

$$F.V = \frac{R}{N}$$

Where: F. V: Difficulty level

R : The number of correct answers

N : The number of students taking the test

(Heaton in Asni, 2007:25)

2. **To calculate the students' score in answering the test, the following formula is used:**

$$M = \frac{X}{N} \times 100$$

Where: M: individual score

X : correct answer

N : Number of items

Table I.5
The Interpretation of Correlation

R_{xy}	Interpretation
0.00 – 0.200	There is negligible correlation between the two variables.
0.200 – 0.400	There is a low correlation between the two variables.
0.400 – 0.700	There is a moderate correlation between the two variables.
0.700 – 0.900	There is a high correlation between the two variables.
0.900 – 1.000	There is a very high correlation between the two variables

Hartono (2004:78)

According to Hartono (2008: 57-58), there are three ways to obtain the correlation between two variables are:

1. The r-table is employed to see whether or not there is a significant correlation between students' interest in narrative text (fables) and their comprehension. The obtained value is consulted with the value of r-table product moment correlation $df = N - nr$.

Statistical hypothesis:

$$H_a = r_o \geq r \text{ table}$$

$$H_0 = r_o < r \text{ table}$$

Criteria of Hypothesis:

- a. H_a is accepted if $r_o \geq r \text{ table}$ or it can be said that there is a significant correlation between students' interest in narrative text (fables) and their reading comprehension.
- b. H_0 is accepted if $r_o < r \text{ table}$ or there is no significant correlation between students' interest in narrative text (fables) and their reading comprehension.

2. To compare sig. (2-tailed) or probability score with 0.05 as follow:
 - a. Probability score > 0.05 , it means that H_0 is accepted.
 - b. Probability score < 0.05 , it means that H_a is accepted.
3. Use the explanation of sign (**/*) under table, if there is the sign means that there is a significant correlation.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of the Data

The aim of this research is to obtain the correlation between students' interest in narrative text (fables) and their reading comprehension at the second year students of MTs Masmur Pekanbaru. The data of this research were the scores of the test and questionnaire. Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable and valid. The result found in the try out was 0.989. It means that the test is highly reliable.

In giving reading test to the students which consisted of 25 questions in multiple choices, the total score of students' reading test is 2276 with mean 56.9. While the highest score is 72 and 40 is the lowest one, and the results of questionnaire was 59.75. By using Pearson correlation, the result of the correlation coefficient is $0.444 \geq 0.325$ in significant standard 5% and 0.418 in significant standard 1%. The probability score is $0.004 < 0.05$. It means that H_a is accepted and H_0 is rejected.

B. The Data Presentation

1. The students' Interest in Narrative Text (Fables)

All of the data concerning the students' interest in narrative text (fables) and their reading comprehension were calculated statistically.

The score of the students' interest in narrative text (fables) are presented in the following tables according to each indicator.

Table I.6
The Enthusiasm in Reading Fables

No	Statement	Total Students	Responses				
			SD (N)	D (S)	U (O)	A (U)	SA (A)
			1	2	3	4	5
1.	I read fables if I am bored.	40	3	11	7	14	5
2.	Fables refresh my mind and make me enjoy in reading.	40	0	7	9	18	6
3.	I spirit in reading fables.	40	2	4	9	21	4
Total		120	5	22	25	53	15
Percentage		100	4.16	18.33	20.83	44.16	12.5

The table above shows the students' enthusiasm in reading fables. Most students about 14 students choose usually in the statement number 1, it means that they think by reading fables will lose their boredom even though it has fewer differences for students who choose sometimes about 11 students in reading fables if they are bored. Then quite large amount of students agree with statement number 2 and 3. Most students about 18 students choose usually with statement number 2. It means that most of them think that reading fables will make them enjoy because it can make laugh and give a moral about life, automatically it is able to refresh their mind. There are 21 students who choose usually in the statement number 3, it means that they have spirit in reading fables and it can attract their desire in reading English text.

Based on the table above, the highest percentage is “usually” or “agree” (44.16%). It means that the students are affectively motivated toward fables based on the indicator of the enthusiasm in reading fables.

Table I.7
The Home Background Supports

No	Statement	Total Students	Responses				
			SD (N)	D (S)	U (O)	A (U)	SA (A)
			1	2	3	4	5
4.	My parents buy me fables to make me enjoy in reading.	40	8	15	14	2	1
5.	It is necessary for me to have a library at home.	40	1	1	7	23	8
6.	I give more attention when the teacher tells me about fables.	40	6	10	18	5	1
7.	My parents give me books to read every time I ask them to give books.	40	6	21	7	4	2
8.	My parents read me fables when I was child.	40	7	10	9	13	1
Total		200	28	57	55	47	13
Percentage		100	14	28.5	27.5	23.5	6.5

The table above shows the students' home background supports for their interest toward fables. Most of the students choose sometimes in statement number 4 and 7. It means that their parent still give less motivation and encourage their children in reading English text especially to read fables. There are 23 students agree with statement number 5. It means that they think that it is necessary if they have a library at home. It can be concluded that the students have high desire in reading and it will need support or encouragement from their

parents. Then, most of the students choose often with statement number 6, it means that they are interested in studying and reading fables. Most of the students agree by choosing usually for statement number 8, most of times their parents read to them before they went to bed when they were children.

Based on the table above, the highest percentage is “sometimes” or “disagree” (28.5%), meaning vacillating toward fables based on the indicator of the home background support.

Table I.8
Realizing the Importance of Reading Fables

No	Statement	Total Students	Responses				
			SD (N)	D (S)	U (O)	A (U)	SA (A)
			1	2	3	4	5
9.	I will look for fables if I go to a bookstore.	40	8	21	4	1	6
10.	I will look for fables if I go to a library.	40	6	22	5	3	4
11.	Reading fables will help me comprehend English.	40	1	4	5	25	5
Total		120	15	47	14	29	15
Percentage		100	12.5	39.16	11.67	24.16	12.5

Most of the students choose sometimes for the statement number 9 and 10 but they agree with statement number 11. It means that most of them do not think that they will look for fables if they go to bookstore and a library. But they agree that reading fables will help them to comprehend English.

From the table above, the highest percentage of the response is “sometimes” or “disagree” (39.16%), it can be concluded that the students are

vacillating toward fables based on the indicator of realizing the importance of reading fables.

Table I.9
Time Spent in Reading Fables and Related Hobbies

No	Statement	Total Students	Responses				
			SD (N)	D (S)	U (O)	A (U)	SA (A)
			1	2	3	4	5
12.	I go to library almost every day.	40	6	20	10	3	1
13.	I spend 1 hour per day to read fables.	40	4	22	8	2	4
14.	I finish assignment on time when the teacher gives exercise related to fables.	40	2	5	18	8	7
Total		120	12	47	36	13	12
Percentage		100	10	39.16	30	10.83	10

From the table above, it can be concluded that most students choose sometimes for the statements number 12 and 13. It means that they will not go to the library every day and they will not finish reading fables 1 hour per day, they just do these for most of the times. They choose often for the statement number 14, it means that they will do effort to finish their assignment about fables on time.

The highest percentage of table “time spent in reading fables” above is the response “sometimes” (39.16%), it means that the students are vacillating toward reading fables based on the indicator of time spent in reading fables.

Table I.10
Number of books that being Read

No	Statement	Total Students	Responses				
			SD (N)	D (S)	U (O)	A (U)	SA (A)
			1	2	3	4	5
15.	I read at least one fables every day.	40	2	23	6	9	0
16.	I read one fables if I have free time.	40	3	15	8	12	2
Total		80	5	38	14	21	2
Percentage		100	6.25	47.5	17.5	26.25	2.5

Most students choose sometimes for number 15 and 16. It means that most of them sometimes read at least one fables every day and sometimes they will read one fables if they have free time.

From the table above, it can be concluded that most of the students are vacillating toward reading fables based on the indicator number of book being read since the highest percentage from the table above is “sometimes” (47.5%).

Table II.1
Relating the Reading Fables Interest with
Reading Comprehension

No	Statement	Total Students	Responses				
			SD (N)	D (S)	U (O)	A (U)	SA (A)
			1	2	3	4	5
17.	Reading fables will influence my reading comprehension ability.	40	3	6	1	29	1
18.	Reading fables will develop my vocabulary.	40	1	6	9	22	2
19.	Reading is important to me.	40	2	1	3	14	20
20.	Reading will influence my skill in understanding texts in textbook.	40	5	2	2	24	7
Total		160	11	15	15	89	30
Percentage		100	6.87	9.37	9.37	55.62	18.75

From the table above, it can be concluded that most of the statements are agreed by most of them except the statement number 19. It means that most students agree that reading fables will influence their reading comprehension ability, develop their vocabulary and influence their skill in understanding texts in textbook, and most of them strongly agree and realize that reading is important for them.

Since the highest percentage from the table above is the response “agree” (55.62%). It can be concluded that most of the students are affectively motivated toward reading fables based on the indicator of relating the reading fables with reading achievement.

Table II.2
The Recapitulation of Questionnaire Items

No	Indicator	Statement	Total Students	Responses				
				SD (N)	D (S)	U (O)	A (U)	SA (A)
				1	2	3	4	5
1	The Enthusiasm in Reading Fables	I read fables if I am bored.	40	3	11	7	14	5
		Fables refresh my mind and make me enjoy in reading.	40	0	7	9	18	6
		I spirit in reading fables.	40	2	4	9	21	4
2.	The home background Supports	My parents buy me fables to make me enjoy in reading.	40	8	15	14	2	1
		It is necessary for me to have a library at home.	40	1	1	7	23	8
		I give more attention when the teacher tells me about fables.	40	6	10	18	5	1
		My parents give me books to read every time I ask them to give books.	40	6	21	7	4	2

		My parents read me fables when I was child.	40	7	10	9	13	1
3.	Realizing the Importance of Reading Fables	I will look for fables if I go to a bookstore.	40	8	21	4	1	6
		I will look for fables if I go to a library.	40	6	22	5	3	4
		Reading fables will help me comprehend English.	40	1	4	5	25	5
4.	Time Spent in Reading Fables and Related Hobbies	I go to library almost every day.	40	6	20	10	3	1
		I spend I hour per day to read fables.	40	4	22	8	2	4
		I finish assignment on time when the teacher gives exercise related to fables.	40	2	5	18	8	7
5.	Number of books that being Read	I read at least on fable every day.	40	2	23	6	9	0
		I read one fable if I have free time.	40	3	15	8	12	2
6.	Relating the Reading Fables	Reading fables will influence my reading	40	3	6	1	29	1

	Interest with Reading Comprehension	comprehension.						
		Reading fables will develop my vocabulary.	40	1	6	9	22	2
		Reading is important to me.	40	2	1	3	14	20
		Reading will influence my skill in understanding texts in textbook.	40	5	2	2	24	7
Total Percentage			800	76	226	159	252	87
			100	9.5	28.25	19.87	31.5	10.87

From the students' responses above, it can be concluded that (1) the students are enthusiastic read fables in and out class because they think that by reading fables will make them enjoy without pressure, it is an interesting material. (2) Parents and teacher play an important role in encouraging the students to be interested in reading fables because the students have high desire in reading even though the role of their parents still less motivation for their children. (3) Most of the students agree that fables are important but they do not put fables as the first priority when they go to a library or bookstore. (4) Most students spend few times in reading fables. (5) Most of them do not always read one fable every day but they read fables as can they. (6) The students think that reading is important and believe that fables will influence their reading comprehension.

Table II.3
The Students' Score of Questionnaire

Students	Score	Level
1	74	Mid interest
2	63	Mid interest
3	68	Mid interest
4	59	Low interest
5	59	Low interest
6	58	Low interest
7	66	Mid interest
8	70	Mid interest
9	65	Mid interest
10	64	Mid interest
11	63	Mid interest
12	53	Low interest
13	70	Mid interest
14	62	Mid interest
15	59	Low interest
16	63	Mid interest
17	62	Mid interest
18	66	Mid interest
19	60	Mid interest
20	50	Low interest
21	67	Mid interest
22	64	Mid interest
23	64	Mid interest
24	56	Low interest
25	50	Low interest
26	63	Mid interest
27	63	Mid interest
28	45	Uninterested
29	53	Low interest
30	47	Uninterested
31	44	Uninterested
32	57	Low interest
33	58	Low interest
34	57	Low interest
35	56	Low interest
36	66	Mid interest
37	49	Uninterested
38	60	Mid interest
39	64	Mid interest
40	53	Low interest
Total	2390	
Mean	59.75	

From the table II.3 show that from 40 students who responded the questionnaire, there are 22 students are middle interested in reading narrative text (fables) and it is quite large of the others with percentage 55%, 14 students are low interested in reading narrative text (fables) with percentage 35%, and 4 students are not interested with percentage 10%. Thus, the mean score of students' interest in narrative text (fables) 59.75; the score can be categorized as "average".

2. The Students' Reading Comprehension

Table II.4

The Students' Reading Test Result

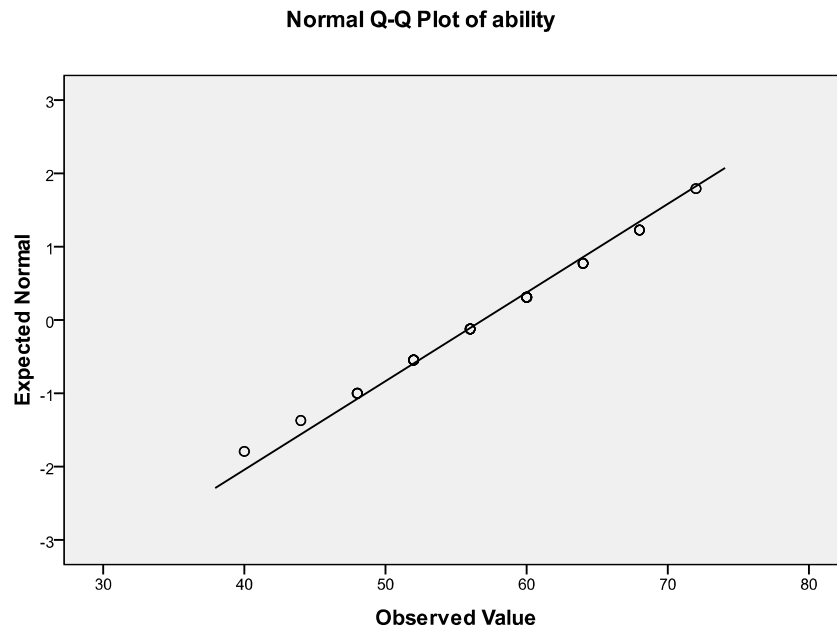
STUDENTS	CORRECT ANSWERS	SCORE
1	18	72
2	18	72
3	17	68
4	17	68
5	17	68
6	17	68
7	16	64
8	16	64
9	16	64
10	16	64
11	16	64
12	15	60
13	15	60
14	15	60
15	15	60
16	15	60
17	15	60
18	15	60
19	15	60
20	14	56
21	14	56
22	14	56
23	14	56
24	14	56
25	14	56
26	13	52
27	13	52
28	13	52

29	13	52
30	13	52
31	13	52
32	13	52
32	12	48
34	12	48
35	12	48
36	12	48
37	11	44
38	11	44
39	10	40
40	10	40
Average		56.9

Table II.4 show that the score of the students' reading comprehension are quite various, 2 students get 72, 4 students get 68, 5 students get 60, 6 students get 56, 7 students get 52, 4 students get 48, 2 students get 44, and 2 students get 40. So, the mean score of their reading comprehension is 56.9, the score can be categorized as "average".

The Normality of the Research Data

Detection of the normality can be seen by using normal graph Q-Q Plot of independent variable (X) and dependent variable (Y). Based on the graph below show that points spread around diagonal lines, and spreading follow to diagonal lines. It means that it is full out the normality assumption.



Normality test is the first step that should be done for each variable. When there is normality, residual will be distributed normally. In this research to know the data normality is also use *Kolmogorov Smirnov* , the criteria is used if the variable gets score > 0.05 . It can be concluded that each data of the variables distributed normally (Sudarmanto, 2005). The result of normality test show as follows:

Table II.5

Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Interest	.128	40	.099	.968	40	.299
Comprehe nsion	.121	40	.143	.968	40	.317

a. Lilliefors Significance Correction

Table II.5 show that the score of variable X is sig. $0.099 > 0.05$ and variable Y is sig. $0.143 > 0.05$. It can be concluded that the two variables statistically distributed normally and suitable to used as research data.

The Linearity Test

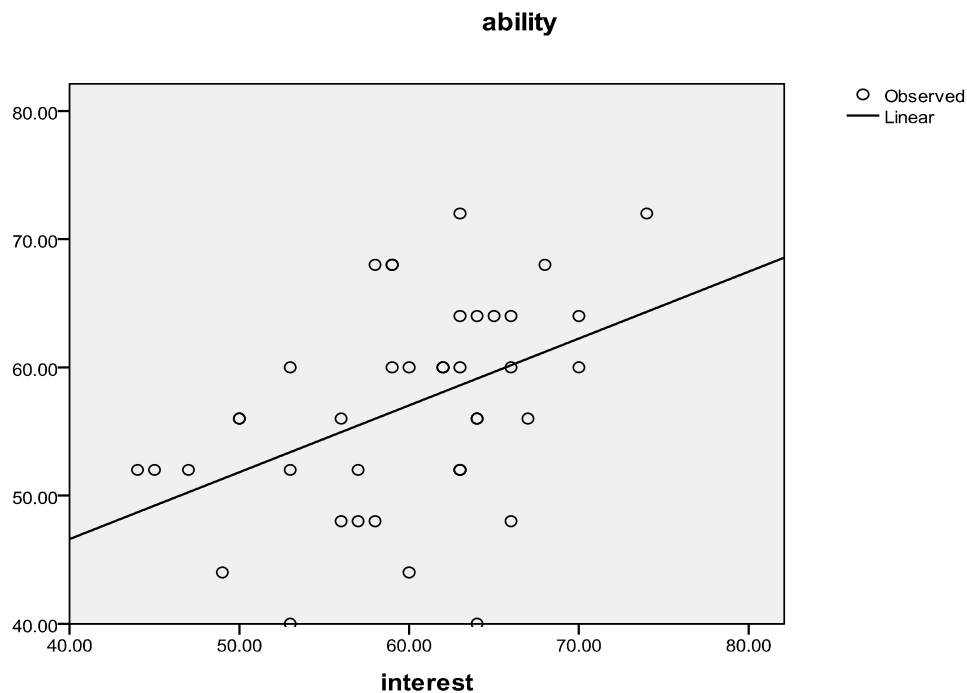
The linearity test is used to obtain correlation degree of variable dependent and independent or show the correlation which is linear. Correlation is term of statistic that state degree of correlation linear between two variables or more.

The result of linearity test is shown below:

Table II.6

Table of Linearity Test

ANOVA Table					
	Sum of Squares	Df	Mean Square	F	Sig.
(Combined)	1319.600	19	69.453	1.027	.475
Linearity	526.004	1	526.004	7.781	.011
Deviation from Linearity	793.596	18	44.089	.652	.817
Within Groups	1352.000	20	67.600		
Total	2671.600	39			



From the table II.6 the deviation of linearity sig. $0.817 > 0.05$, it means that two variables are stated free from linearity.

C. The Data Analysis

This research is used to obtain the correlation between two variables namely: the students' interest in narrative text (fables) as the independent variable (X) and the students' reading comprehension as the dependent variable (Y). The writer used questionnaire to find out the students' interest in narrative text (fables) and test is used to find out students' reading comprehension.

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While

correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) is not influence high or low score of correlation coefficient, the sign only show direction of correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 17.00 explained on the following:

Table II.7

Statistics

		Interest (X)	Reading Comprehension(Y)
N	Valid	40	40
	Missing	0	0
Mean		59.7500	56.9000
Median		61.0000	56.0000
Mode		63.00	60.00
Std. Deviation		7.04473	8.27663
Variance		49.628	68.503
Range		30.00	32.00
Minimum		44.00	40.00
Maximum		74.00	72.00
Sum		2390.00	2276.00

Based on the table II.7, we can interpret that Mean score in students' interest is 59.75, Median 61.00, Mode 63.00, standard deviation 7.04473, variance 49.628, range 30.00, Minimum 44.00, maximum 74.00, and summation 2390.00. While the mean in reading comprehension is 56.90, median 56.00, mode 60.00, standard deviation 8.27663, variance 68.503, range 32.00, minimum 40.00, maximum 72.00 and summation 2276.00.

Table II.8**Descriptive Statistics**

	Mean	Std. Deviation	N
Students' Interest	59.7500	7.04473	40
Reading Comprehension	56.9000	8.27663	40

Table II.9**Correlations**

		interest	ability
Students' Interest	Pearson Correlation	1	.444**
	Sig. (2-tailed)		.004
	N	40	40
Reading Comprehension	Pearson Correlation	.444**	1
	Sig. (2-tailed)	.004	
	N	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

From the table II.9 above, the variable of correlation coefficient of the students' interest in narrative text (fables) and their reading comprehension = 0.444, sig. (2tailed) = 0.004, the interpretation is as follows:

1. The score of correlation coefficient $0.444 \geq 0.325$ in significant standard 5% and 0.418 in significant standard 1% (see table product moment). It means that H_a is accepted which indicates that there is a moderate level correlation between students' interest in narrative text (fables) and students' reading comprehension.

2. The probability score or sig. (2- tailed) is $0.004 < 0.05$. It means that H_a is accepted. On the other word, there is significant correlation between students' interest in narrative text (fables) and their reading comprehension.
3. The outputs above show that there is a sign means that there is significant correlation between students' interest in narrative text (fables) and their reading comprehension.

Direction of correlation between two variables is positive. It means that the higher of students' interest in narrative text (fables) will cause higher too toward their reading comprehension. On the contrary, the lower of students' interest in narrative text (fables) will cause lower too toward their reading comprehension.

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